

WOODLAND HIGH SCHOOL



School Improvement Plan

2024 - 2025

Woodland Public Schools

Preparing all students for Career, Life & College

Woodland Public Schools, in partnership with families and the community, will create a PreK-12 system that serves and supports ALL children-and ensures that EACH child has FULL access to, is engaged in, and obtains an excellent education that prepares them for responsible citizenship and a future of adaptability and success in life and their chosen endeavors.

WOODLAND HIGH SCHOOL GOALS 2022 - 2025

All Graduates Ready for CAREERS	All Graduates Ready for LIFE	All Graduates Ready for COLLEGE	
		College Ready (2-year and Tech College Ready)	4-Year College Ready (Washington Public Universities)

<p>Dual Credit Participation: By 2025, all (100%) Woodland High School graduates will complete at least one dual credit or AP course.</p> <p>School Attendance: By 2025, the rate of chronic absenteeism, defined as missing more than 18 or 10% of school days, will be no greater than 10%. We note that specific sub groups (Hispanic, Low Income) demonstrate higher rates of chronic absenteeism.</p> <p>Course Taking Success: By 2025, specifically identified sub ESSA subgroups (Hispanic, Low Income, Male) will produce failing course grades at a rate no higher than the rate of representation for that subgroup in the total student population.</p> <p>By 2025, course taking success will be at or above 90% for all students.</p>	<p>Co-Curricular Participation: By 2024, 40% of all students will be actively participating in two (2) or more activities per year.</p> <p>**Digital Literacy: By 2027, 100% of Woodland High School graduates will demonstrate necessary competencies in digital literacy.</p> <p>**Financial Literacy: By 2027, 100% of all Woodland High School graduates will demonstrate necessary competencies in financial literacy.</p>	<p>Student Proficiency on Mandated Assessments:</p> <ul style="list-style-type: none"> ● By 2023 student success in Mathematics as measured on the SBAC assessment will return to pre-pandemic levels (48% meeting standard) <ul style="list-style-type: none"> ○ Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students. ● By 2023, student success in English Language Arts as measured on the SBAC assessment will return to pre-pandemic levels (73% met standard). <ul style="list-style-type: none"> ○ Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students. ● By 2025 70% of students will meet standards on mandated measures in Mathematics and 80% of students will meet standards on mandated measures in English Language Arts. <ul style="list-style-type: none"> ○ Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students. <p>**Two Year College Ready: By 2027, 100% of Woodland High School graduates will have successfully completed Algebra 2 or a dual-enrollment or AP advanced math course.</p> <p><i>*The ESSA subgroups are: American Indian/Alaskan Native, Asian, Black/African American, English Learners, Hispanic/Latino, Low Income, Native Hawaiian/Pacific Islander, Special Education, Two or More Races, and White.</i></p> <p><i>**Denotes improvement processes that have been or are actively being implemented prior to the writing of this plan.</i></p>
--	--	---

WHS GOAL #1: By 2026, 100% of Woodland High School graduates will complete at least one dual credit or AP course.

<p>Strategy/Activity <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i></p>	<p>Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i></p>	<p>Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i></p>
<p>Increase the level of promotion for AP/Dual enrollment courses.</p>	<ul style="list-style-type: none"> → Ongoing promotion/advertising during the year. → Student testimonials and promotion before forecasting. → Teachers visit feeder courses for promotion before forecasting. → Prior to teacher visits, create a list of student questions. → Produce informational videos at the departmental level for use during forecasting week. 	<p>Enrollment in AP/Dual enrollment courses will increase by 25% each year beginning with the 2022-203 school year.</p>
<p>Maintain and increase levels of teacher training for AP and Dual Enrollment courses.</p>	<ul style="list-style-type: none"> → Evaluate current gaps in teacher training → Locate and fund appropriate training opportunities. 	<p>All teachers of AP/Dual Enrollment courses report being fully prepared and trained by 2025.</p>
<p>Ensure all CTE courses offered at WHS represent dual credit options. Coupled with the 1 credit CTE graduation requirement, this will ensure that all students graduate with at least 5 college credits.</p>	<ul style="list-style-type: none"> → Identify CTE courses that are not currently articulated and develop a plan with staff. → Continue efforts to expand participation in CiHS and AP courses. 	<p>Students of the 2027 graduating class will have necessarily earned at least 5 credits in a dual enrollment course or pass at least one AP course.</p>

WHS GOAL #2: By 2025, the rate of chronic absenteeism, defined as missing more than 18 or 10% of school days, will be no greater than 10%. We note that specific sub groups (Hispanic, Low Income) demonstrate higher rates of chronic absenteeism.

<p>Strategy/Activity <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i></p>	<p>Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i></p>	<p>Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i></p>
<p>Provide intentional family communications around the importance of attendance and the use of attendance-tracking tools like Skyward.</p>	<p>Attendance-based communications included in at least 3 monthly newsletters, attendance/skyward information table included during Fall and Spring conferences.</p>	<p>Percentage of regular attenders increases by 5% for all subgroups each of the next 3 school years.</p>
<p>Clarify and tighten attendance-based intervention system.</p>	<p>MTSS around attendance clearly delineated. Workflow developed for all staff involved.</p>	<p>Percentage of regular attenders increases by 5% for all subgroups each of the next 3 school years.</p>
<p>Clarify and tighten attendance tracking through office procedures and administrative follow up.</p>	<p>Attendance emails to staff are sent, follow up attendance-based conferences with students occur on a daily basis.</p>	<p>Percentage of regular attenders increases by 5% for all subgroups each of the next 3 school years.</p>

WHS GOAL #3: By 2025, specifically identified sub ESSA subgroups (Hispanic, Low Income, Male) will produce failing course grades at a rate no higher than the rate of representation for that subgroup in the total student population. By 2024, course taking success will be at or above 90% for all 9th and 10th graders.

<p>Strategy/Activity <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i></p>	<p>Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i></p>	<p>Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i></p>
<p>InterCambio/Connect family nights.</p>	<p>Reinstate at least one multicultural family night during the 2025-2026 school year.</p>	<p>Internally-developed survey of Hispanic families indicates improving level of family engagement.</p>
<p>Clarify and tighten academic-based intervention system.</p>	<p>MTSS around academic progress clearly delineated. Workflow developed for all staff involved. Building Intervention Team meets twice monthly to review and prioritize interventions.</p>	<p>The percentage of students earning at least 1 failing grade will decrease by 5% over the next 3 years (currently 34%). The average number of failing grades per student who earns at least 1 F will decrease from 1.8 to 0.6 by 2025.</p>
<p>Tier one intervention implemented for all grades focused on executive functioning skills. Academic Success course retooled to include explicit instruction on executive functioning skills.</p>	<p>GRIT 101 grade level anchors meeting weekly. Executive functioning skills and grade checks included explicitly twice per week.</p>	<p>Current 9th grade on track at 90.4%. Grade reports will be used to compute on track rate for 9th and 10th graders twice monthly.</p>

WHS GOAL #4: By 2024, 40% of all students will be actively participating in two (2) or more activities per year

<p>Strategy/Activity <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i></p>	<p>Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i></p>	<p>Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i></p>
<p>Create a system to recruit students for clubs and sports...videos, MS visits, Club/sports fair.</p>	<p>Create a video promoting clubs. Video shown during CLC and during spring time MS visit. Club contact/sign-up sheets available during MS visit and during other public-facing events.</p>	<p>Overall club memberships increase by 25% each year over the next 3 years.</p>
<p>Promote Awareness of existing clubs.</p>	<p>Club fair during CLC and at lunch occurs in the spring of 2024.</p>	<p>Overall club memberships increase by 25% each year over the next 3 years.</p>
<p>Increase the frequency and visibility of our existing community projects sponsored by our clubs.</p>	<p>Existing community projects identified by January of 2023. Additional opportunities identified for each club by March 2024. Community projects highlighted in newsletters and on web pages throughout the year.</p>	<p>Overall club memberships increase by 25% each year over the next 3 years.</p>

WHS GOAL #5: By 2027 or earlier, students will meet the SBAC performance objectives described in the table above labeled “Woodland High School Goals 2022 - 2025”. For the 2023-2024 school year, WHS will focus on math achievement

<p>Strategy/Activity <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i></p>	<p>Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i></p>	<p>Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i></p>
<p>Administer targeted interim assessments using a combination of assessments available through Agile Minds, potentially augmented by the use of IAB's, and PSAT practice problems.</p>	<p>In November, January, and March, math assessments aimed at specific math skills administered in all math classes.</p>	<p>Diagnostic information from assessments actively used to refine classroom practice. Student performance on SBAC and in-class assessments will improve over time in targeted areas (interpreting functions, equations and reasoning, inequalities and equations).</p>
<p>Administer the comprehensive interim mathematics assessments to those students who are not testing during testing testing days to grades 9-12.</p>	<p>Comprehensive interim SBAC assessments administered in all math classes during “off” testing times - those test days when parts of the classes are testing and parts of the classes are not.</p>	<p>Students report a greater level of confidence in taking the SBAC exam. Student performance improves as described in the previous table.</p>
<p>Develop comprehensive in-house diagnostic tool to assess emerging levels of mathematical achievement.</p>	<p>In order to fully implement, this action will require approximately 3 release days for the math department.</p>	<p>Improved student placement and more accurate diagnostic information generated.</p>